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The application of literacy frameworks for assessment and best practice pedagogies in communication skills training for healthcare professionals: Case study

What have we learned from pick pockets?
Assessment and feedback: Communication skills for pharmacy students

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What?

Why?

How?
Applying best practice pedagogies in communication skills training for pharmacy students
How do we assess these skills - OSCEs

- A number of stations
- Simulations
- Candidates perform specified tasks
- Demonstrate skills? knowledge? behaviour?
- Reliability, dependability, validity, standardisation
What do we assess?

Communication skills and knowledge
Counselling a patient eg new prescription
Assess
  knowledge
  performance
From simple to complex (patient and case)
Mrs Essen has come to the pharmacy today with a new script. Conduct a brief medical and medication history. Then counsel her on her new medication dosage. New RX Lisinopril 20mg
Formative assessment and training

• Using simulations in formative assessment
• Similar to summative assessments –
• Outcomes both for students and educators.

https://www.google.com.au/search?q=B+simulation+cameras+health+care&biw=1269&bih=658&source=lnms&tbm=isch&sa=X&ved=0CAcQ_AUoAmoVChMlIZa0wNSYyQIVAREUC1P
Xw-w#tbm=isch&q=B+simulation+cameras+health+care+pharmacy&imgrc=uW6oD6kql3maMM%3A
BUT…
Is a pass at 50% an indicator of adequate (and on-going) communication skills?
Competence demonstrated
Borderline competence
Inadequate
<table>
<thead>
<tr>
<th><strong>Formative assessment &amp; feedback</strong></th>
<th><strong>Summative assessment (&amp; feedback)</strong></th>
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<tbody>
<tr>
<td>• Informal</td>
<td>• Formal</td>
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<tr>
<td>• Standardised patient</td>
<td>• Standardised patient</td>
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<tr>
<td>• Standardised assessor</td>
<td>• Standardised assessor</td>
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<tr>
<td>• Public feedback (technology assisted)</td>
<td>• Grade only</td>
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<tr>
<td>• Assessment cycle</td>
<td>• Opportunities missed?</td>
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<td></td>
<td>• Assessment dead-end</td>
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https://www.google.com.au/search?q=summative+assessment+dead-end&source=lms&tbm=isch&sa=X&ved=0CAcQ_AUoAWoVChMI6ers99iYyQIVSxaUCH17_Qlt&biw=1269&bih=658#imgrc=5_rZSy9n_qju3M%3A
What can we do about this missed opportunity?
References


